Articles for Wiki #4

Rhem,J. (1999) . Pygmalion in the Classroom. *National Teaching and Learning Forum. V 8* (n2), p 1-4. The study of Rosenthal’s research into the reality of self-fulfilling prophecies has shown certain implications for teaching and teachers. The following statement is a fascinating thought that the Pygmalion effect could not be on the college level “almost invariably they respond as though the self-fulfilling prophecy embedded in teachers’ expectations was only a matter of common sense, another example of social science proving obvious facts that everybody knows. And then, almost instantly, they say something like, “but while I can see how this could affect young children, I don’t think it applies to college students.”

Villegas,A.M. (2007) . Dispositions in Teacher Education: A Look At Social Justice. Journal of Teacher Education. V 58 (n5) 370-380

In this article, the author contends that the assessment of perspective teacher ideas as they are related to social justice is both reasonable and defensible. The reason for this being relevant is that teachers may have predetermined expectations for certain social classes.

Cooper,H. (1979). Pygmalion Grows Up: A Model for Teacher Expectation Communication and Performance Influence. *Review of Educational Research, V. 49*, (n3), p. 389-410

From Abstract:

Classroom observation reveals consistent patterns of differential teacher behavior toward high-and low-expectation students. No model has yet emerged, however, which integrates particular treatment findings into an influence sequence. Such a model is presented, outlining the cognitive processes through which teacher expectations can sustain a given level of achievement. The model suggests that teachers frequently give affectively balanced feedback to low-expectation students as a mechanism for interaction control. High-expectation students more frequently receive feedback based on their effort expenditure. These different evaluation contingencies may lead lows to believe less strongly than highs that effort will influence academic outcomes. Differences in effort-outcome covariation perceptions may lead to less persistence and more failure on the part of lows than highs, thus sustaining poorer performance. Possible means for identifying Pygmalion-prone teachers and research needed to validate the model are discussed.

Rosenthal,R.(1987) .”Pygmalion" Effects: Existence, Magnitude, and Social Importance.

*Educational Researcher, v16* (n9) p37-41.

The article focuses on the self-fulfilling prophesy. The conclusion is that there is such a concept as the Pygmalion effect and that it is apparent that teachers' do have expectations of student’s achievement.